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ABSTRACT

Noting that students often have difficulty reading texts for information, this book offers practical, classroom-tested techniques that focus on content while encouraging students to take control of their own learning by expanding their repertoire of reading strategies. The book defines "infotexts" as the books, textbooks, journals, newspapers, and computer manuals that are read to gather information about particular topics. While teachers may initiate some of the activities suggested in the book, the activities themselves are controlled by the students. Chapters are: Why Teach Content Reading? The Basis of Content Reading; Evaluating Students--and Texts; Making Connections; Focusing on Meaning; Organizing Information; The Importance of Reflective Writing; and Understanding Vocabulary. Lists of 72 professional references and 7 infotext references are attached. (RS)

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